

Course ID:	Course Title:	Fall 2020
LE 505	Effective Management for Churches & Non-Profit Organizations	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Monday	Instructor:	Terry C. Young, PhD	First day of classes:	Wed, Sept 9 (Our first Class is on Sept 14 th)
Time:	1pm to 3:45pm	Email:	teyoung@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 20
Room:	A2131	Phone:	403-410-2000 Ext 7900	Last day to request revised final exam:	Mon, Nov 2
Lab/ Tutorial:	NA	Office:	L20179	Last day to withdraw from course:	Fri, Nov 20
	NA	Office Hours:	By Appointment	Last day to apply for coursework extension:	Mon, Nov 23
Final Exam:	No Final Exam			Last day of classes:	Mon, Dec 14

Course Description

An introduction to management practices for non-profit organizations. Attention is given to skills for working with boards, managing staff and volunteers, building teams, understanding budgets, navigating conflicts, strategic thinking, working with multi-cultural groups.

Expected Learning Outcomes:

Cultivating a heart after God by → Deepening awareness of how we can best steward our work in a church congregation or non-profit with a servant minded posture and a sense of ultimate accountability to God

Fostering vocational clarity and effectiveness by → Shaping and applying the vital literacies needed to manage and steward faithfully whatever setting we are in

Nurturing theological depth and breadth by → Exploring with co-learners the application of sacred text wisdom to the literacies of people, time, resource, and strategy management

Inspiring redemptive engagement by → Capturing an appreciation and aptitude for organizational stewardship and taking from this course skills, resources, and tools for effective and wise management in a church or non-profit organization

Textbooks

Touch Points: Creating Powerful Leadership Connections in the Smallest of Moments – D. Conant & M. Norgaard

Essentialism: The Disciplined Pursuit of Less - Greg McKeown

The Coming Revolution in Church Economics - Mark Deymaz

Leading Without Power – Max DePree

Course Schedule

Given the uncertainty of our COVID-19 world, this schedule is designed for an in-class experience BUT will pivot to an on-line experience if required. Moodle will be set up with a week by week guide for our in-class approach. If we need to adjust in any given week we will do so quickly and easily.

LE 505	In-Person – Room A2131 Mondays - 1pm to 3:45pm
Sept 14	Introductions & Overview. Guest – Matt Boda – The Power of Self Differentiation
Sept 21	People Literacy - Part 1
Sept 28	People Literacy – Part 2 Guest – Albert Elliott
Oct 5	People Literacy – Part 3 Shaping Culture / Navigating Culture
Oct 12	No Class - Thanksgiving
Oct 19	Energy / Time Literacy – Part 1 How to Get Things Done . . . While Still Having A Life
Oct 26	Energy / Time Literacy – Part 2
Nov 2	Financial Literacy – Part 1
Nov 9	No Class – Reading Week
Nov 16	Financial Literacy – Part 2 Guest – Brent Huffly – VP of Finance – Ambrose University
Nov 23	Strategy Literacy – Part 1
Nov 30	Strategy Literacy – Part 2 Guest – TBD
Dec 7	Insights from the Front Line – Team discoveries from our encounter with a front-line manager
Dec 14	The Journey to Effective Management

Requirements:

1. **The Time on Task Challenge – 5% - DUE Monday, October 19th** - Track in detail one week of your life this Fall. This is to be a detailed, micro level record of how you spend your time from a Monday morning to a Friday evening. After the week-on-record do a thorough analysis of how your time and energy was spent. We will process our discoveries in groups of three and discuss the challenge of “time on task.” Showing your detailed record and analysis will constitute a completion and full mark for this assignment.
2. **Chapter Champions for the Book Essentialism – 10% - DUE Monday, October 26th** – You will be assigned one chapter to champion from McKeown’s book. (Chapter One will be split up between 3 people). In 5 minutes or less you are to capture and communicate the essence of your assigned chapter in a verbal presentation (no power point / no handouts).
3. **Reflection Paper on Leading Without Power OR Touch Points OR Essentialism– 15% - DUE Monday, November 16th** - From your reading of DePree OR Conant OR McKeown write a 4-5 page personal reflection paper on the main principles or practices that stood out for you in the text you have selected. Why are these principles or practices important to you? Seek to weave into your writing your own experience/observation of what DePree or Conant or McKeown have presented as marks of effective self-management and/or organizational management. We will take time in class to process our discoveries in small groups.
4. **Padlet Contribution – 10% - Contributions completed by Monday, November 30th** - Make two contributions to each of the five areas laid out in the Padlet for this course. This can be an article, a video, a tool or template, a story, or some other resource aimed at a specific dimension of effective management as framed in this course. The Padlet will remain open and available for your use and reference after the conclusion of this class.
5. **Encounter with A Front-Line Manager – 30% - DUE – December 7th** - In teams of 3 you will be given the freedom to engage with and interview a front-line manager (or several) in a church or non-profit of your choice. Plan and schedule a one-hour interaction/interview via skype or zoom and explore the following questions: **1. What do you believe are the most important characteristics of an effectively managed church or non-profit enterprise? 2. What are you learning about caring for and equipping your people and volunteer core (if applicable)? / How does your organization care for AND challenge your people? 3. When it comes to finances, budgeting, resource raising, what does an employee in your organization need to know or master to help the organization remain healthy and viable? 4. How does your organization shape and pursue the matter of strategy for what you do and what you are about? 5. What does a week in your life look like? / How do you manage your time and energy well?** As a team, write up a summary report of your findings – 3-5 pages. We will share these reports with the other teams so as to provide four to five looks inside the world of front-line management in a church or non-profit. For the purpose of preserving confidentiality use pseudonyms for the person interviewed and the organization or church that is being represented.
6. **Shaping a Personal Plan for Raising your Management Literacies – 10% - DUE Monday, December 14th** – This is a personal assessment of your current state of literacy on the dimensions of management in focus in this course. From where you are right now what would be two to three steps you could take to strengthen these literacies. The **template provided** is for capturing your current reality and then your ‘plan’ for moving towards greater effectiveness in stewarding/managing people, time, resources, strategy, and culture.
7. **Reading – 20% - DUE Friday, December 18th** - Covering the four main texts for the course as well as the Reader provided covering the five dimensions of effective management in view in this course. The Reader segments will be covered in class so should be read as the course progresses.

Attendance:

The nature of our in-class format is such that attendance is mandatory. Students will interact with the instructor, the material, and with fellow classmates through this means - this interaction is crucial to the design of this course. If a student is absent for any other reason than health or emergency related reasons a 2% grade reduction will be made. Please inform the instructor if you are going to be absent.

Grade Summary:	Weight	Due Date
Time on Task Challenge	5%	Oct 19 th
Chapter Champ on Essentialism	10%	Oct 26 th
Reflection Paper on Book of Choice	15%	Nov 16 th
Padlet Contribution	10%	Nov 30 th
Encounter Presentation	30%	Dec 7 th
Personal Plan for Development	10%	Dec 14 th
Reading Assessment	20%	Dec 18 th

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Grade	Interpretation	Grade Points
A+	Mastery: Comprehensive understanding of subject matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-developed understanding of subject matter.	3.30
B		3.00
B-		2.70
C+	Basic: Developing understanding of subject matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited understanding of subject matter	1.30
D		1.00
F	Failure: Failure to meet course requirements	0.00

RUBRIC for Reflection Paper

Criteria	Excellent	Good	Adequate	Unsatisfactory
The reflector's voice is appropriately present. Writer notes his or her personal response to the book and its effect on him or her. (25%)	Voice present and clear.	Voice present throughout.	Timid or periodic presence.	Reviewer's voice not apparent.
The writer treats the book and its book author responsibly and fairly, engaging the author in conversation and allowing the author to speak. (25%)	Reflection is an engaging conversation between author and reader.	Interactive tone through the reflection.	Some interaction with author.	Cherry picks flaws/strengths. Rants about flaws or gives uncritical praise.
The writer includes an appropriate amount of summary of the book's contents and an appropriate mix of quotation, paraphrase, summary and mention. (15%)	The mix makes clear to the reader the style and direction of the book.	Appropriate mix of quotation, paraphrase, summary and mention. Enough information re contents.	Some summary but reader of this reflection remains unsure about book's contents. Too much quotation.	Rote repetition of contents. Too much quotation or summation at cost of other reflection functions.
The writer appropriately assesses the author's success at addressing & reaching her or his intended audience in view of the book's purpose. (15%)	Writer makes clear the book's audience and purpose, and author's effectiveness.	Writer assesses books' audience and purpose, and author's success.	Little assessment or timid, incomplete assessment.	Assessment absent from reflection or overwhelms the review.
Writer follows the relevant punctuation, syntax, sentence & paragraph conventions, creating readable prose. (10%)	Writing has grace and style beyond conventions.	One or two lapses.	Five or more lapses in the review.	Lapses throughout.

**Key Resources for Effective Management
LE 505**

People Literacy

Touch Points: Creating Powerful Leadership Connection in the Smallest of Moments – Doug Conant & Mette Norgaard

Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others –James Kouzes & Barry Posner

Hero Makers: Five Essential Practices for Leaders to Multiply Leaders – David Ferguson

The New Breed: Understanding and Equipping the 21st Century Volunteer – Jonathan McKee & Thomas McKee

Humble Leadership: The Power of Relationships, Openness, and Trust – Edgar Schein

The Progress Principle: Using Small Wins to Ignite Engagement and Creativity at Work – Teresa Amabile & Steven Kramer

Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth
– Amy Edmondson

Financial Literacy

The Coming Revolution in Church Economics: Why Tithes and Offerings Are No Longer Enough, And What to Do About It - Mark Deymaz

Budgeting for A Healthy Church – James Dunlap

Church Finances for Missional Leaders – Bonnie Ives Marden

Money Matters in Church: A Practical Guide for Leaders - Aubrey Malphurs and Steve Stroope

Smart Church Finances – George Hillman & John Reece

Institutional Intelligence: How To Build An Effective Organization – Gordon Smith

Energy / Effort Literacy

Essentialism: The Disciplined Pursuit of Less – Greg McKeown

Indistractable: How to Control Your Attention and Choose Your Life – Nir Eyal

Hyperfocus: How to be More Productive in a World of Distraction – Chris Bailey

Driven to Distraction at Work: How to Focus and Be More Productive – Edward M. Hallowell

Deep Work: Rules for Focused Success in a Distracted World – Cal Newport

Digital Minimalism: Choosing A Focused Life In A Noisy World – Cal Newport

Strategy Literacy

The Infinite Game – Simon Sinek

The Art of Strategy: How Leaders Close the Gaps Between Plans, Actions and Results – Stephen Bungay

Leaders Who Make A Difference – Nanus & Dobbs

How To Be Great At Doing Good – Cooney

The Power of Little Ideas: A Low-Risk, High Reward Approach to Innovation – David Robertson

Good Strategy – Bad Strategy – Richard P. Rumelt

Cultural Literacy

Leading Without Power – Max DePree

Managing Across Cultures: Seven Keys to Doing Business with a Global Mindset – Charlene Solomon & Michael Schell

Leading with Cultural Intelligence: The New Secret to Success – David Livermore

The Best Place to Work: The Art and Science of Creating an Extraordinary Workplace – Ron Friedman

Diagnosing and Changing Organizational Culture – Cameron & Quinn

Culture Wins: The Roadmap to an Irresistible Workplace – William Vanderbloemen

Corporate Culture: The Rites and Rituals of Corporate Culture – Terence Deal & Allan Kennedy

Trust Factor: The Science of Creating High-Performance Companies – Paul J. Zak

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a “Request to Withdraw from a Course” form or by sending an email to the Registrar’s Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of “W” will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar’s Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the deadline date; please consult the List of Important Dates. Course extensions are only

granted for serious issues that arise “due to circumstances beyond the student’s control.”

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar’s Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.